

2018-2019

# **EPP Bachelor Performance Report**

## **North Carolina Central University**

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### **Public Schools of North Carolina**

State Board of Education

Department of Public Instruction

#### **Overview of the Institution**

North Carolina Central University, a state-supported liberal arts institution founded by Dr. James E. Shepard, was chartered in 1909 as a private institution and opened to students on July 5, 1910. Since 1910, the mission of North Carolina Central University (NCCU) has been to prepare students academically and professionally to become leaders. The College was accredited by the Southern Association of Colleges and Secondary Schools as an “A” class institution in 1937 and was admitted to membership in that association in 1957. In 1939, the legislature authorized the establishment of graduate work in liberal arts and the professions. The first graduate courses in

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the Arts and Sciences were offered in that same year; the School of Law began operation in 1940, and the School of Library Science was established in 1941. NCCU offers bachelor's degrees in more than 100 fields of study and awards graduate degrees in an over 40 disciplines. International studies and exchange programs attract exchange students from more than 12 countries, including Liberia, India, Senegal, Sierra Leone, Nepal, China, the Czech Republic, Nigeria, South Korea, Russia, the Dominican Republic, Mexico, and South Africa. Many students are first-generation college students. Nearly 90% of NCCU students receive need-based financial aid. North Carolina Central University has made student success the institution's highest priority. NCCU has put forward four core values: excellence in teaching, research, scholarship and creativity; promotion of citizenship, service, and social justice; appreciation of and respect for diverse perspectives; and commitment to life-long learning. NCCU's vision is to be recognized as one of the nation's leading institutions for academic excellence in a diverse cultural and educational environment.

The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. NCCU offers undergraduate, graduate and/or professional degree programs in the College of Arts and Sciences, College of Behavioral and Social Sciences, School of Business, School of Law, School of Library and Information Sciences, and the School of Education. The College of Behavioral and Social Sciences houses three teacher education programs. The College of Arts and Sciences houses nine teacher education programs. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction accredit the professional education programs at NCCU. Within the School of Education, the Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and the Communication Disorders Program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

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## **Special Characteristics**

North Carolina Central University was the first University of North Carolina system campus to require community service for graduation. NCCU students serve as tutors in local schools, help build Habitat for Humanity housing, assist with a variety of youth programs, promote the causes of non-profit service agencies, and volunteer in a variety of other endeavors as they meet the university's standard of 15 hours of community service per semester. NCCU gained national recognition from the Carnegie Foundation as a community-engaged university. For more than 100 years, the university has educated the citizens of North Carolina, the United States and the world. With both a biomanufacturing and a biomedical research institute, NCCU is emerging as a leader in the study of health disparities. The university offers hands-on laboratory experience in collaboration with pharmaceutical and biotechnology companies based in Research Triangle Park and elsewhere across the state.

## **Program Areas and Levels Offered**

The mission of North Carolina Central University's School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Essential to our mission is the development of leaders who advocate for social justice and dedicate themselves to the well-being of a global community. The three goals of the School of Education are as follow:

1. The School of Education will produce highly skilled, culturally responsive, and globally aware professionals.
2. The School of Education will provide signature programs that are known locally, nationally, and internationally.
3. The School of Education will cultivate mutually beneficial, productive, collaborative partnerships in NCCU, the state, the nation, and around the world.

The Educator Preparation Programs include 13 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive Social Studies, Family and Consumer Sciences, Spanish, Music, Physical Education, Theater, Dance, and Birth-Kindergarten. School of Education graduate licensure programs include School Counseling, School Administration, Educational Technology, Special Education (General

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Curriculum, Behavioral/Emotional Disabilities, Learning Disabilities, and Visual Impairment), and Communication Disorders. The School of Education also offers the Master of Arts in Teaching (MAT) programs in Middle Grades Education and Special Education. Advanced master degree programs are offered through the College of Behavioral and Social Sciences in Physical Education and Family and Consumer Science Education and in the School of Library and Information Sciences in School Media Coordinator. The School of Education also offers add-on licensure programs in Academically and Intellectually Gifted (AIG), English as a Second Language (ESL), and Reading.

**Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)**

Traditional	Lateral Entry	Residency
X	X	

**Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

The School of Education’s educator preparation programs have implemented curriculum that provides candidates with practical experiences in public schools to enable them acquire and demonstrate knowledge, skills, and professional dispositions necessary to help students with special needs. For example, School counseling students are required to take the CON 5340 (Counseling Students with Special Needs, and all counseling students generate a report based on a series of career related assessments which demonstrate adherence to the ACA code of ethics in the interpretation of assessments of self and peers. During their internship there is increased

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attention given to optimal adherence to ethical and legal standards and the application of said standards when working with assigned clients.

In communication disorders students enroll in clinical practicum and are evaluated using a web-based application, CALIPSO on Professional Practice, Interaction, and Personal Qualities and given feedback to improve their practice. Students also participate a number of advocacy activities during their enrollment.

Students in the Elementary Education program are required to take the EDU 3120 course, which has a project that requires students to research a particular school's and community needs (e.g., through interviews, meetings, and review of the School Improvement Plan) in order to develop and implement a service learning project.

Students in the Special Education program are required to enroll in EDEC 5630 a course that requires them to serve on a support team of teachers, parents and peers to collaborate and consult on developing collaborative plans such as IEPs, co-planning and collaborative interventions for the general classroom setting. Students also develop a curriculum unit with an intervention that involves conducting assessments in a content area (e.g., mathematics), developing an integrated curriculum unit based on the assessments in the content area and implementing an instructional intervention that integrates written language, reading strategies, and multimedia strategies aligned with UDL standards to strengthen the intervention.

All programs require candidates to develop electronic evidences that demonstrate their knowledge and skills as well as their ability to work with diverse populations in school and or other professional settings.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

The School of Education prepares educators to teach in diverse cultural contexts. Coursework is infused with content produced through the lens of our conceptual

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framework preparing candidates to become culturally responsive educators who are able to impact school improvement. Candidates in the Special Education program develop a Culturally Responsive Action Plan (CRAP) derived from a social cultural consciousness self-analysis and that demonstrates knowledge of how learners construct knowledge. They also create a plan for establishing a Multidisciplinary Home-School Diversity Success Team that affirms views toward diversity and students from diverse backgrounds. Students also develop a bibliography that guides the development of culturally responsive lesson.

The counseling program offers a course CON 5307 - Crisis, Trauma, and Grief Counseling in which students examine emergency management practices with three agencies including the Red Cross, FEMA, and NOVA. They integrate these findings to develop a best practice model for counselors. Students in Counseling are also required to study about school crisis response and to design a document of key components of an operational school crisis plan based upon best practice from the literature.

All programs include a course that focuses on culturally relevant pedagogy and differentiated instruction that focuses on a comprehensive understanding of diverse learner contexts.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.**

Candidates in the Educational Technology program design digital content and multimedia projects. Students are required to complete a comprehensive field experience/internship at a site of their choosing in which they conduct professional staff development as well as design, develop, implement and evaluate staff development projects related to technology integration and digital content and are active in the site's work on its technology infrastructure. Students also enroll in IND 5997 a course that requires them to design a website that meet several criteria according to the specified parameters of the course.

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**The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.**

The School of Education in alignment with the NCCU's mission of preparing students to become global leaders and practitioners who transform communities has operationalized this mission via our conceptual framework that ensures the preparation of transformational leaders and practitioners who promote social justice and respond to the needs of the community they serve. In collaboration with several school partners the Educational Leadership program added an Instructional Technology Specialist- Computers endorsement that will greatly assist schools in the development of online learning thus meeting the needs of 21<sup>st</sup> century learners.

All educator preparation programs integrate technology content and practical experiences in the use and application of technology

**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

Candidate completing the EDU 3210 Curriculum I: Art, Music and Drama/Dance course will be able to: a) demonstrate knowledge of Art, Music, Drama/Dance concepts and skills appropriate for the elementary school curriculum; b) use of appropriate instructional strategies in Art, Music, Drama/Dance education, c) demonstrate knowledge of the interrelatedness of Art, Music, Drama/Dance education; d) develop and use a variety of instructional methodologies to facilitate problem solving; e) demonstrate the ability understand various learning styles; f) display skills to assist students in acquiring and using Art, Music, Drama,/Dance concepts in an `integrated manner; g) develop strategies and activities that will provide elementary school students with the attitudes, knowledge, and the skills necessary for successful living in a culturally diverse environment; and f) evaluate the importance of classroom climate to positive personal development.

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**Explain how your program(s) and unit conduct self-study.**

The EPP requires programs at both the initial and graduate levels to provide annual reports. These annual reports define students entering GPAs, demographics, test scores (where appropriate), disposition information, and electronic evidence scores. Individual reports are aggregated for an overall perspective of the EPP for both initial and graduate levels.

Information is gathered in October for the previous year and reported to the EPP and individual programs in the following May.

**Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.**

Field experiences occur with every EDU course taken throughout a candidates' program. In addition, candidates have a year-long internship for student teaching (Level 1 and Level 2). Level 1 student teaching involves the candidate working with a cooperating teacher for an 80 hour experience throughout the semester. Level 2 is a full-time 16 week experience where candidates go through the "traditional" student teaching experience.

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?**

The nature of the year-long internship allows for students to have experiences at both the beginning and end of the school year.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES****A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools/Warren County Schools
Start and End Dates	2019-present



Priorities Identified in Collaboration with LEAs/Schools	Provided a professional development session on classroom management to teachers.
Number of Participants	23
Activities and/or Programs Implemented to Address the Priorities	Workshops provided to assist teachers in classroom management
Summary of the Outcome of the Activities and/or Programs	Improve behavior outcomes in classroom
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Schools-collaboration with the Flood Group (Non-Profit)
Start and End Dates	2012 - present
Priorities Identified in Collaboration with LEAs/Schools	Enhancing Literacy for 12 students and addressing School Suspension for African American and students of color
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Developed community organization forum, literacy program to provide mentoring, reading, and provide books
Summary of the Outcome of the Activities and/or Programs	Developed community organization forum, literacy program to provide mentoring, reading, and provide books- Organized SOE Fund Raiser for faculty and students professional development. Held 3 forum with the Wake County School Board to address overrepresentation of minority students in school suspension. Working with Associate Superintendent to address equity issues
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	2019-ongoing
Priorities Identified in Collaboration with LEAs/Schools	Teacher professional development
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Providing professional development sessions on social-emotional learning for teachers
Summary of the Outcome of the Activities and/or Programs	Teachers in four elementary schools received 4 professional development sessions on social-emotional learning
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public School System, Wake County Public School System, Chapel Hill Carrboro Schools, Orange County Schools and other surrounding systems.
Start and End Dates	March 2016 – Ongoing
Priorities Identified in Collaboration with LEAs/Schools	This conference was intended to give K-12 educators and pre-service teachers an opportunity to engage in sessions centered on the impact of systemic “isms” and ways of dismantling it in our schools.
Number of Participants	300
Activities and/or Programs Implemented to Address the Priorities	The Let's Talk Racism Conference was a day of workshops and sessions centered around addressing social and equity issues in the classroom. There was a keynote speaker as well.

Summary of the Outcome of the Activities and/or Programs	Professional Development and continuing education credit for attendees.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Faculty and Student Support (American Education Week/Read Across America)
Number of Participants	The read-in at the SOE was attended by students and parents from elementary schools in the Eagle Village (e.g., Fayetteville Street, CC Spaulding, W. G. Pearson, and Eastway Elementary)
Activities and/or Programs Implemented to Address the Priorities	American Education Week/Read Across America
Summary of the Outcome of the Activities and/or Programs	Support of literacy for K-5 students, Held a Read-In at NCCU's SOE, Distributed 34 books per student attending, Shared literacy tips for parents
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Franklin County Schools
Start and End Dates	2019
Priorities Identified in Collaboration with LEAs/Schools	STEM activities
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Judged Science Fair and presented STEM ideas at School Improvement Team meeting.
Summary of the Outcome of the Activities and/or Programs	Resources on becoming a STEM school provided.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt County Schools
Start and End Dates	2019
Priorities Identified in Collaboration with LEAs/Schools	Faculty support of MTSS/Social-Emotional Learning
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Attended School Improvement meeting to support Multi-Tiered Support System and Social-Emotional Learning
Summary of the Outcome of the Activities and/or Programs	Supported School Improvement goals

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charter-Haliwa-Saponi
Start and End Dates	2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Development for Teachers
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	Provide professional development sessions for teachers on social-emotional learning.
Summary of the Outcome of the Activities and/or Programs	Professional development sessions to improve SEL in the school community.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Schools
Start and End Dates	2019
Priorities Identified in Collaboration with LEAs/Schools	Supporting teachers
Number of Participants	2 teachers and 50 students
Activities and/or Programs Implemented to Address the Priorities	Provide consultation and teacher support in two high school classrooms
Summary of the Outcome of the Activities and/or Programs	Provides suggested activities and consultation with two teachers.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	5
Female	23
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	16
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	1
White	9
Multi-Racial	1
Student does not wish to provide	1

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	1
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	54
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	8	White	23
	Multi-Racial	1	Multi-Racial	
	Not Provided	1	Not Provided	1
	Total	20	Total	80
Licensure-Only	Asian		Asian	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2
	Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	1
	Total	3	Total	16

Part-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	11
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	16
Licensure-Only	Asian		Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White	2	White	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	3	Total	17
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

### C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>						
<b>LC Completed program and applied for license</b>						
Prekindergarten	2					
Elementary	12	10	2	2		
MG	4	3				
Secondary	1	1				
Special Subjects	2	2				
EC						
VocEd				1		
Special Services						
Total	21	16	2	3	0	0

### D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCCU	75	67	71
Bachelor	State	3,186	85	67

### E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Durham Public Schools	451
Wake County Schools	356
Charlotte-Mecklenburg Schools	85

Chapel Hill-Carrboro City Schools	65
Guilford County Schools	55
Vance County Schools	52
Granville County Schools	50
Cumberland County Schools	49
Person County Schools	42
Winston Salem / Forsyth County Schools	32

**F. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	24.14
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	496.12
MEAN CORE-Reading	177.89
MEAN CORE-Writing	168.48
MEAN CORE-Math	167.00
MEAN GPA	3.43
Comment or Explanation:	
* Less than five scores reported	

**G. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Social Studies (grades 9-12)	3	2					1	*
Physical Education	3	2						
Reading	1	1						
Music	3	1	1	*	1	*	1	*
Family and Consumer Sciences	3	3	3	*	3	*	3	*
Spec Ed: General Curriculum	3	2	2	*	2	*	2	*
Institution Summary	33	22	14	71	15	67	16	69
Social Studies (grades 9-12)	3	2					1	*
Physical Education	3	2						

Reading	1	1						
Music	3	1	1	*	1	*	1	*
Family and Consumer Sciences	3	3	3	*	3	*	3	*
Spec Ed: General Curriculum	3	2	2	*	2	*	2	*
Institution Summary	33	22	14	71	15	67	16	69
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

#### H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	8	16	9	1		1
U Licensure Only		3				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			1	1		
U Licensure Only	1				1	
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

#### I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
11	0	3

#### J. Field Supervisors to Students Ratio (include both internships and residencies)

1:6
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#### K. Teacher Effectiveness

Institution: NC Central University
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Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <a href="https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	71.1%	25.8%	N/A	97	51
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	51.5%	45.4%	N/A	97	51
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	1.0%	N/A	75.3%	22.7%		97	51
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	69.1%	29.9%		97	51
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	69.1%	27.8%		97	51



State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	25.0%	64.7%	10.3%	68	80		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		